

C
B315

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

First Series No. 3.

Bulletin
of
Bates College



CORAM LIBRARY.

Lebiston, Maine, May 16, 1904.

c
p315

BATES COLLEGE

LEWISTON, MAINE.

Circular of Information

COMMENCEMENT JUNE 30.

FALL TERM BEGINS . . . SEPTEMBER 13.

GEORGE C. CHASE, D.D., LL.D., President.

CALENDAR.

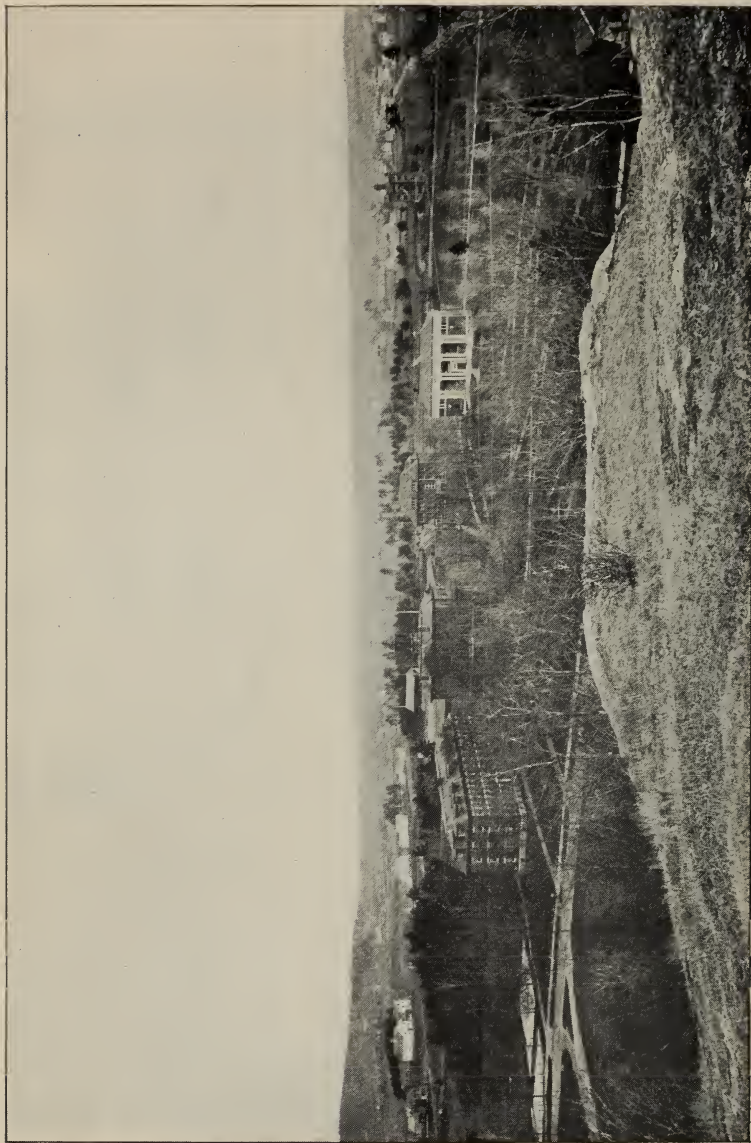
- June 22-25—Examination of the College Classes,
Wednesday-Saturday.
- June 26—Baccalaureate Exercises, . . . Sunday, 10.30 A.M.
- June 26—Sermon before the College Christian Associations,
Sunday, 7.45 P.M.
- June 27—Sophomore Prize Debate, . . . Monday, 2.30 P.M.
- June 27—Junior Exhibition, . . . Monday, 7.45 P.M.
- June 28—Annual Meeting of the Alumni, . . Tuesday, P.M.
- June 28—Class Day Exercises, . . . Tuesday, 2.30 P.M.
- June 28—Concert, . . . Tuesday, 7.45 P.M.
- June 29—Examination for Admission to College, Wednesday, 9 A.M.
- June 29—Reception to Graduates by Members of the Faculty,
Wednesday, 2 to 5 P.M.
- June 29—Literary Exercises of the Alumni, Wednesday, 7.45 P.M.
- June 30—Commencement, . . . Thursday, 10 A.M.
- June 30—Band Concert and Illumination of Campus,
Thursday, 8 to 10 P.M.
- July 1—President's Reception to the Graduating Class, Friday, 8 P.M.
- September 12—Examination for Admission to College,
Monday, 2 P.M.
- September 13—Fall Term begins, . . . Tuesday.
- October 15—Tuition due.
- October 24—Sophomore Preliminary Declamations, . . 2 P.M.
- November 1—Prize Division, . . . 2 P.M.
- December 9—Fall Term closes, . . . Friday.

COLLEGES IN GENERAL AND BATES COLLEGE IN PARTICULAR.

To-day, as never before, the eager and aspiring youth of our country are looking toward the college. The numbers and the enthusiasm of those seeking our higher institutions of learning remind us of Padua, of Paris, and of Oxford in the days when thousands were thronging "to attack those citadels of learning." Through centuries there have been gathering about college life, college associations and traditions a peculiar charm, a fascinating mystery, and the effect of these upon the ingenuous, the high-minded, and the adventurous spirits of our time is like that of the romantic and stirring experiences of knighthood in the Middle Ages. Indeed, the college has its field of honor, where bold and dashing youth contend with an ardor, courage, and abandon that would have done credit to knighthood in its palmiest days. We have still our tournaments, though the contestants are no longer riders in armor, but plain foot men with balls and rackets; while properly to portray the clash of our contending "elevens" on the "gridiron," or the reckless spurt of our batsman "stealing his base" would require a genius as brilliant and sympathetic as Walter Scott's. It is doubtful whether any combat of tilting knights that ever engaged the great novelist's pen was witnessed by as many thousands of spectators as cheered on the champions of the Blue and the Crimson in their last fierce struggle for "the pigskin." Nor is there wanting the most interesting accompaniment of the knightly contests of old.

"With store of ladies, whose bright eyes
Rain influence, and judge the prize,"

would mildly characterize the ardor with which the gentler sex of our time urge on their champions. Not less exciting and absorbing are those contests with tongue and pen by which the intellectual youth of our day test their power in oratory, composition, and debate. Intercollegiate debates in particular evoke an enthusiastic loyalty that attests the honor instinctively paid to clear and convincing argument lit up by wit, repartee, and spontaneous eloquence. From Maine to California in the most progressive institutions these forensic encounters are assuming a rapidly



CAMPUS FROM MOUNT DAVID.

growing importance that must soon make them even more distinctive of college life than feats of bodily strength and skill.

But the wonderful increase of college patronage in our day has more substantial reasons than the glowing ardor and generous rivalry of eagerly contending youths. The value of the college in both national and individual development has been amply demonstrated in the nearly two hundred and eighty years since the founding of the oldest and most renowned of our institutions of learning. That the State of Massachusetts is the richest commonwealth in our country and that it exceeds in wealth per capita almost any other equal area upon our globe are results admitted to be due more than to any other single cause to the quickening influence of Harvard. The conditions of material welfare at once ample and widely distributed are best met in that community which has the largest number of trained and cultured intellects. When in the last decade of the seventeenth century the Massachusetts Bay Colony numbered ninety college graduates for every one thousand inhabitants she had already ensured that growth in wealth which has issued in her remarkable aggregate of capital and in the highest average wages for working men in our entire world. The relation of the college to statesmanship, literature, science and the arts, no less than to character and morals, is almost axiomatic. That all the New England States have put the crowning emphasis upon the school and the college—upon mind and character—is the only admissible explanation of their leadership alike in thought, invention, reform, and in business enterprise.

The conditions that favor the welfare of the community contribute equally to individual success. It has been shown by comprehensive and accurate statistics that a college course faithfully used multiplies a man's prospects for eminence in his chosen calling two hundred and fifty times. This has been found to be true in Law, Medicine, Theology, Teaching, Engineering, Authorship, and every branch of the great Commercial and Industrial enterprises of our time. The most successful heads of banks, railroad companies, publishing houses, mercantile establishments, and the other great monetary organizations of to-day are, with rare exceptions, college men. Andrew Carnegie and John D. Rockefeller are notable exceptions. But the former has made the Carnegie Institute for scientific research the chief of his great philanthropies, and the latter is the founder of Chicago University. Both, while men of marvelous genius, rely constantly upon the organized products and results of college training, and find among college men their most congenial associates.

But if a liberal course of study has been highly important to even the great men of the past and the present, it has become almost indispensable

to the well-endowed and inspiring young men of to-day. Our country is no longer new. There are no Eldorados left. The vast mineral and agricultural resources that once lay open to the first comer have found claimants. Every industry known to man and warranted by the conditions of our zone has not only been introduced into the United States but is subject to the keenest competition. The times demand for leadership in business minds trained to think, to compare, to organize. Moreover, the standards of social refinement and of general intelligence have been so raised that only a good degree of knowledge and culture can enable one to take a creditable place among his fellows. And, besides all this, the astounding increase in wealth has opened to the well-educated, both men and women, hundreds of new callings in which taste, refinement, and mental attainments command a premium. Said Senator Lodge, in substance, at the dedication of Clark College a little more than a year ago: Never before in the history of the world did college training count for so much.

While reasons like the foregoing explain the phenomenal increase in college students within the last decade, they account only partially for the rapid growth of the institution represented in this publication. Why, at the end of the first forty years of her existence, should Bates College have taken a position beside colleges more than a century old? Why should she have surpassed many of them in numbers and influence? Why among the pure colleges of New England, that is, among those maintaining no graduate schools, has she taken the lead in the percentage of increase in attendance—nearly 100 per cent. in the last ten years? These results can not be attributed to the princely benefactions of wealthy patrons, although her resources have enjoyed a steady and healthy growth.

Undoubtedly, among the causes contributing to the growth of Bates in numbers, resources, and influence has been her favorable locality. Situated in a growing community, accessible by four steam railroads and by a constantly enlarging system of trolleys, unsurpassed in the beauty and healthfulness of her spacious campus with its convenient and delightful environments,—fields, forests and hills on one side and the enterprising cities of Lewiston and Auburn on the other—she affords to her students a home charming in its isolation, and yet within easy reach of the varied and attractive life of a large and thrifty population. A half-hour's walk will place the student in the very heart of beautiful rural scenery or of the throbbing life of the town,—while within the college grounds old Mt. David with its dear and multiplying associations affords a view as interesting and as varied (river, woodlands, lakes, hills—Mt. Washington clear, in the distance) as can be found in New England. To such rare natural advantages Bates adds those to be gained from proximity to the churches,

schools, courts of law, hospitals, public libraries, social attractions, and active industrial life of two of the most progressive cities in the country. The Churches of Lewiston and Auburn, representing nearly every shade of religious belief, are presided over by able and eloquent pastors. The Public Schools of the two cities have long been known as among the best. Courts of



HATHORN HALL.

Law offer peculiar advantages to students looking toward the legal profession. Our Hospitals with their large and able corps of physicians and the best appliances known to the medical skill of to-day have advantages no less obvious to students intending to become physicians,—while to all so unfortunate as to be ill they afford an inexpensive, and in case of need, an absolutely free home and the care of sympathetic doctors and trained attendants. Few communities have so many hospitable homes. For the study of Economics and social problems, admittedly of primary importance to students in our time, the varied and growing industries, the representative and changing conditions of the population, afford ample facilities. More fairs, conventions, and conferences, of various kinds, meet in Lewiston and Auburn than in any one place in Maine. Not the least of the

advantages enjoyed by the students of Bates College is the relatively low price of the commodities most important to them—food, clothing and lodgings, advantages so exceptional that they are developing these cities upon the Androscoggin into an important commercial center.

Quite as contributory as her favorable locality to the progress of Bates have been the ideals of the Institution itself. From the first, faithful and adequate scholarship has been a requirement imposed equally upon teacher and student. Ideals once accepted become historic and permanent. No college ever set her standards higher at the very beginning. It may be doubted whether any other New England college in her first decade had four important chairs filled by more scholarly men than the two Stantons, with Hayes and Stanley. The impress made by these men has been lasting; and while Bates recognizes and appreciates earnest effort to overcome the disadvantages of a defective preparation, she will not tolerate the idler and the sloven. The probation under which students entering upon certificate are placed during the first term, while promptly removed for those securing adequate results, hangs over every doubtful student till he has demonstrated his purpose and ability to gain reasonable standing. But while the standards are high, in no college could a body of teachers take a more sympathetic and helpful attitude towards students ready to make use of their opportunities.

Another ideal of Bates maintained from the outset is that of absolute social equality. The only conditions for finding here the unrestricted freedom of home are the spirit of a true student and the self-respect inseparable from character. Cliques, classes, and clans have never gained foothold at Bates. Hazing from the outset has been treated as a relic of barbarism, not to be endured in the atmosphere of culture and learning. Nor have any select set ever prescribed to their fellows standards of dress, or class and social customs and expenses that could increase the burdens of self-supporting students. One of the best expressions of the social ideal at Bates is her three Literary Societies, in some one of which every student may find a congenial home. The small fees and dues, not aggregating more than three dollars per year to a member, need exclude no student from full Society privileges. Each of these organizations has a threefold aim,—to promote intellectual development, especially excellence in composition, oratory and debate, to develop a taste for good music, and to afford opportunities for a refining and helpful social life. It is one of the advantages of these Associations that their meetings are attended by both the men and the women of the college, and that each sex has absolute equality with the other in the enjoyment and use of the privileges offered. The complete social life thus afforded is of inestimable value in preparing

the student for the larger social activities of the world. Like the presence of women in the college—a feature at Bates from the first—it is a characteristic expression of that unqualified democratic spirit whose prevalence is essential to the maintenance of pure homes and free institutions.

Bates still further emphasizes her devotion to social equality by the respect that she shows for honest work of whatever kind. From the day of his entrance to his graduation, and in the sharp struggle that often follows, the self-reliant student is assured of a helping hand from every one of his fellows and from every member of the Faculty. Probably at no other institution in America are so much time and attention given to devising ways and means by which the earnest student may find the dollars essential to the pursuit of his studies. It would be easy to enumerate more than sixty kinds of employment in which students of recent years have engaged, thus working their way through college. Noteworthy examples could be given of young men and young women who have successfully struggled against what would seem hopeless odds. Nor are students aided and encouraged merely to *earn* money. Every effort is made to help them to secure the largest possible returns for money expended. Scholarships and free tuitions are at the command of the deserving. Arrangements have been made by which healthful and palatable food can be obtained in one of the college buildings at a cost not exceeding two dollars per week to each student. While careful provision is made for social enjoyment and recognized etiquette the life of the college community is not fettered by expensive and foolish conventionalities.

Any attempt to present the ideals of Bates would be wholly unworthy if it failed to emphasize her devotion to character-building. She has never given countenance to the notion that a certain amount of barbarity, rowdiness and vice are essential to college life. Rather, she has continually sought to impart to her students the conviction embodied in the old proverb, "Noblesse oblige," the conviction that great opportunity means great responsibility—that the college student so far from being exempt from the ordinary obligations to respect the rights of person and of property, and to carry an unaffected courtesy into all the relations of life, is under special bonds to develop and exemplify the best in manhood and in citizenship. She is even "Puritanic" enough to require of every young man entering the Institution a pledge to abstain from the use of intoxicating liquors during his connection with it as a student; and few have there been during her forty years' history that have not gloried in the pledge.

While sectarian instruction and influence would not be tolerated in the college, everything that can promote reverent and practical Christian liv-

ing is welcomed and fostered. The Christian Associations of the Institution receive a generous support both from Faculty and students. Systematic instruction is given in Christian Ethics as exemplified in the life and teachings of Christ. Attendance at the church of one's choice is required at one public service every Sunday, and at chapel exercises five



INTERIOR OF HEDGE LABORATORY.

days in each week. Voluntary class prayer-meetings have been maintained for years with a large average attendance. Special facilities are afforded under the direction of scholarly Christian teachers for the study, in connection with the Sunday-School, of the essential principles of a working Christianity; and, while attendance upon this instruction is entirely optional, a large proportion of the students regard the privilege as one of extraordinary value. Thus while maintaining the utmost freedom in religious inquiry and worship the institution has gradually acquired a moral and Christian atmosphere in which no student of right spirit and purpose is likely to contract bad habits or immoral tendencies. On the contrary, most students steadily grow in reverence, purity, and sound character.

Another important factor in promoting the growth of Bates has been her spirit of progress. She has been quick to see and to appropriate, so far as practicable, whatever has been found of value in educational work. She has found a place in her courses of study for a steadily increasing number of carefully selected, and coherent electives, fairly representative of the diverse needs of educated men in our complex modern life. She has not built up one department at the expense of another, but has striven to give to each its proper place, and to provide for it facilities modern and adequate. She has gone far towards realizing the ideal set forth by edu-

a healthy backbone of required all the courses offered, and judiciously, she assures the broad and an is an exponent, and such an attract and develop him as will ideas, and the place in the world effective. The earnest youth who be assured at once of a reasonable beginning in the subjects most work. Chemistry as studied at a with the practical demands of mathematics and Physics, with Archæology and Sociology, with Law and Ancient and the Modern Languages, English Language and Literature of these subjects, together with manifold activities.

The demand for healthy and wisely chosen sports and games is too well known. Field offers for these facilities well equipped and directed. She is in opposition to mercenary and

most of them still comparatively untested by practical life. She has thirty Colleges and Universities famous in our country; efficient and successful Superintendencies; and principal parts of our country. What successful preparatory school conducted by a Bates graduate. In

JUL 5 1909
Form to accompany each serial volume
sent to Binding Department

Missing items:

incomplete

B 315
125-42
Call no.

Volume has been collated

Volume is complete

Missing items ordered but not available

No report on missing items received by Acquisition

Missing items not ordered because their availability or importance doubtful

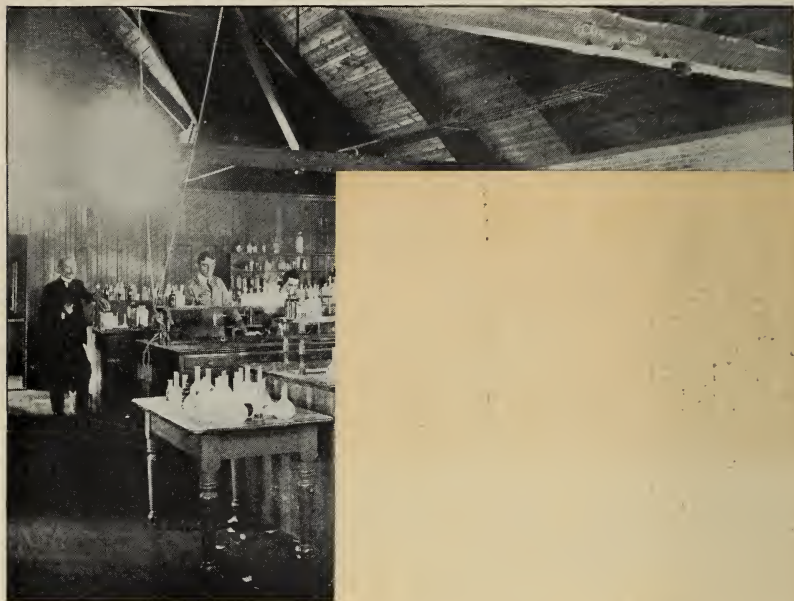
Signed:
1206-F

7

Dept. of Library:

BOOKS

ing is welcomed and fostered. The Christian Associations of the Institution receive a generous support both from Faculty and students. Systematic instruction is given in Christian Ethics as exemplified in the life and teachings of Christ. Attendance at the church of one's choice is required at one public service every Sunday, and at chapel exercises five



INTERIOR O

days in each week. Voluntary attendance for years with a large attendance afforded under the direction of in connection with the Sunday-schooling Christianity; and, while attendance is optional, a large proportion of extraordinary value. Thus religious inquiry and worship moral and Christian atmosphere purpose is likely to contract contrary, most students steady character.

Another important factor in promoting the growth of Bates has been her spirit of progress. She has been quick to see and to appropriate, so far as practicable, whatever has been found of value in educational work. She has found a place in her courses of study for a steadily increasing number of carefully selected, and coherent electives, fairly representative of the diverse needs of educated men in our complex modern life. She has not built up one department at the expense of another, but has striven to give to each its proper place, and to provide for it facilities modern and adequate. She has gone far towards realizing the ideal set forth by educators at once conservative and progressive—a healthy backbone of required subjects constituting at least one-third of all the courses offered, and judicious and well-adjusted electives making up the remainder. To students capable of making use of their opportunities, she assures the broad and liberal culture of which the true college man is an exponent, and such an introduction to those subjects which most attract and develop him as will reveal to each his special powers and aptitudes, and the place in the world in which he can render them the most effective. The earnest youth who makes choice of Bates as his college may be assured at once of a reasonable breadth of attainments and of a good beginning in the subjects most closely connected with his particular life-work. Chemistry as studied at Bates has a definite and valuable connection with the practical demands of life whether in Medicine or the Arts; Mathematics and Physics, with Architecture and Engineering; History, Economics and Sociology, with Law and Business; Philosophy, with education; the Ancient and the Modern Languages and their Literatures, including the English Language and Literature, with scholarly research; and each of these subjects, together with those not enumerated, with life and its manifold activities.

No less responsive has Bates been to the demand for healthy and wisely directed athletics. Her record in college sports and games is too well known to require mention here. Her Garcelon Field offers for these facilities unsurpassed. Her Gymnasium is well equipped and directed. She has stood and will stand for manly sports in opposition to mercenary and professional aims.

The positions won by her Alumni, most of them still comparatively young, show the value of her training when tested by practical life. She has contributed able teachers to more than thirty Colleges and Universities including some of the oldest and most famous in our country; efficient and popular educators to State and District Superintendencies; and principals and teachers to Secondary Schools in all parts of our country. What is probably the most distinguished and successful preparatory school on the Pacific coast, was founded and is conducted by a Bates graduate. In

Authorship, in Journalism, in Law, in Medicine, and in Public Life, her graduates are achieving reputation and noteworthy success. With her record in intercollegiate debates, with her well-considered and unsurpassed training in English, including Argumentation and Composition, with her new and beautiful Coram Library and its generous facilities for reading



SCIENCE HALL.

and research, with her growing Corps of Instruction—its members loyal, able, and united to a degree seldom equalled—with her developing laboratories and her steadily enlarging endowment, with her loyal students and with her cherished ideals, ever becoming stronger and more definite, she is entering upon her fifth decade with a faith and enthusiasm warranted by results and worthy of the foresight and devotion of her loved and lamented founder.

THE DEPARTMENT OF ENGLISH.

At Bates the fundamental importance of thorough study and careful training in those studies commonly known as "English" is fully appreciated by all officials and instructors. Consequently more prominence is given to this department and more stress laid on this work than in most institutions. The following are some of the chief features of the work.

EXTENT OF COURSE.

The catalogue shows more hours assigned to English than to any other department. A student may give nearly one-fourth of his college course to study in this one department. This study is rhetorical, philological, and literary. The first part of the course is given to the study of rhetoric, the last to that of literature.

INSTRUCTION IN ARGUMENTATION.

The study of argumentation is regarded as of the utmost value both as a means of mental discipline and as a preparation for practical life. Few, if any, institutions equal Bates in the amount of work done in this important subject. In the Sophomore year, as a part of the regular course in Rhetoric, careful instruction is given in the fundamental principles of argumentation and the technique of debate. These principles are then applied and enforced by much practical work in actual debate. Formal and informal class debates are held in which all participate both as debaters and as critics of the debates. Practice is secured in preparing constructive and destructive arguments, in attack and defense, in rebuttal, in short, in all the procedure of debate, and all means are employed to develop the argumentative powers of the student and give him the ability to master his subject and present it effectively.

PUBLIC DEBATE.

This instruction and practice is followed by public debates, required of all members of the class. For this purpose small divisions are formed, a subject is assigned to each division, the means and methods of investigation are considered, a thorough study of the subject is made, and the

debate is finally prepared. The debates are delivered in public before a committee of judges. The winner in each division receives a prize. Eight of the best debaters are then selected by the committee to compete in what is known as the Champion Debate, which is given as a part of the commencement exercises. The winner in this debate also receives a prize. The preparation for this debate is very thorough. All the work is under the immediate supervision of the instructor in Rhetoric.

INTERCOLLEGIATE DEBATES.

The work thus briefly outlined leads up to the Intercollegiate Debates. These debates originated in 1896 and have been held every year since that date. Remarkable success has crowned the work of Bates in this field. Twelve debates have been held, with six different institutions, and in eleven of the twelve Bates has been the winner. At present two debates are held each year. Thus six men every year are afforded the best of all opportunities for developing and proving their powers.

ORIGINAL DECLAMATIONS.

Special attention is given to the writing of original declamations, or orations. In the preparation of these orations the end sought is to secure so far as the maturity of the student will allow that style and manner of presentation best adapted to oral delivery. So far as time will allow private conferences and individual instruction are given to each student. All Juniors write these orations during the summer term. They then deliver their productions before a committee of judges. These select twelve who afterwards compete for a prize at the "Junior Exhibition" during commencement week. As Seniors these same students again write orations during the winter term, the twelve best speaking as before. They again write for the graduation exercises.

STUDY OF LITERATURE.

The courses in literature occupy four periods per week throughout the six terms of the Junior and Senior years. Suitable attention is given to literary history and biography. The ideal, however, is to study literature and not about literature. To seek the kernel and not the husk; the spirit and not the body. While philology is not neglected, it is secondary. Everything is treated from the point of view of literature. The student is brought in daily contact with the best production of the master minds of

literature and are led to understand, to appreciate, to make his own. Informal lectures, recitations, readings, discussions, investigations, written criticisms and appreciations are all employed to secure the general results.



REFERENCE ROOM, CORAM LIBRARY.

TEACHERS OF ENGLISH.

Many Bates graduates are now securing positions as teachers of English. While no formal, technical instruction is given, in the pedagogy of the subject, yet students have the advantage of a large range of work and of seeing many different methods applied to different subjects and conditions. This cannot fail to be of advantage to them in the work as teachers. A teacher's seminar in English will be established during the coming year.

THE LITERARY "SOCIETIES."

In considering and estimating the true value of a course of study in Bates College, one must be sure to take into account the admirable work of its literary societies.

These societies, organized, controlled, and managed by the undergraduates, are a distinct educational force in the institution, ably and efficiently supplementing the general work of the college curriculum.

They are maintained at a high standard of efficiency, first, because the different societies are in competition, one with another; second, because their work is public and constantly open to criticism; and third, because the members, being made keenly aware of their needs, and the advantages offered, are stimulated to engage in the active work of the societies with great enthusiasm and success.

The societies are valuable to the individual for several reasons. Incidentally, they afford opportunities for social and musical culture. As their control and management are wholly in the hands of the students—and yet public—the elements of personal initiative and personal responsibility are present and vigorously stimulating. Again, the work is regular, orderly, and systematic. But the opportunities offered for practice in literary composition, public speaking, and public debate are, without doubt, the chief reasons for their usefulness and popularity. Ability to write and, above all, to speak, clearly, accurately, precisely, vigorously, is one of the most elegant, as well as one of the most difficult, arts of the educated man or woman. It is, indeed, one of the finest of the arts. In it, as in the arts of music, sculpture, and painting, one can advance toward perfection, much less approach it, only by the most exacting study, and by the most diligent and painstaking practice. Practice—combined, indeed, with study—constant practice, is the only price of success.

Into any scheme of education, therefore, intended to fit young men and women for active public intellectual work, there should be incorporated large opportunities for practice in the art of address, the most efficient art, surely, by which one may impress upon the many the truths revealed to his own personality. The literary societies of Bates College are aptly designed and admirably carried on to afford to the eager, ambitious, and appreciative student the means of perfecting himself in the art of public speaking.

Connected with the college are three vigorous and prosperous literary societies: the Eurosophian Society and the Polymnian Society, both organized in 1869; and the Pierian Society, organized in 1897. The objects and purposes of these societies are alike in all respects, a statement of which, by way of illustration, I quote from the preamble to the constitution of



ROGER WILLIAMS HALL.

the Polymnian Society. "Whereas, it is necessary, in order to prepare ourselves for the varied duties of life, to cultivate a correct mode of speaking, and to qualify ourselves by practice to express our opinions in public in a correct manner; and whereas the extension of our information upon all subjects calculated to improve the mind is highly commendable; therefore, we, students of Bates Collégé, by virtue of an act of incorporation, approved February 19, 1869, do hereby declare ourselves an association for these purposes to be known as the Polymnian Society of Bates College."

The principal officers of the societies consist of a president, vice-president, secretary, treasurer, librarian, and executive committee. The officers, other than the executive committee, perform the duties suggested by their

titles respectively; while the general supervision and direction of society work devolves upon the executive committee. This committee prepares the programs for the meetings.

The scheme of organization assigns the office to the different classes systematically, according to their importance, and priority of classes; so



EUROSOPHIA.

that each class, in turn, be the number of members from a given class large or small, is entitled to the important officers.

The regular meetings of all the societies are held on Friday evening of each week during the college terms in their respective society rooms. The order of exercises usually consists of musical parts, a debate, declamations, a criticism, and business.

Special features of novelty and value are often introduced. A brief lecture or talk is sometimes given by a member of the Faculty, or by a speaker outside the college. A public meeting is held yearly in the college chapel with a program carefully prepared and finely executed. These public meetings awaken great interest and are widely attended. It is

esteemed a special honor for a member to be chosen to represent his society in a public meeting. From the brief outline given, one may see the general plan and purpose of the literary societies of Bates College.

The results attained have more than justified their existence and maintenance. They are popular with the entire undergraduate body, who fully appreciate their value. The commanding position of the college in the line of public and intercollegiate debate is due, in no small part, to the faithful and efficient work of the societies. They afford to the great body of the students that opportunity for practice in argumentation which is a necessary condition to skill in public and parliamentary address.

W. H. JUDKINS.

PHYSICAL CULTURE.

The Director of Physical Training gives each young man entering the Freshman Class a thorough physical examination during the first term of his attendance at college. From the measurements and strength tests taken, a chart is made out for each student, showing his size, strength, and symmetry, in comparison with the normal standard, and also what parts of the body are defective either in strength or development. A hand-book containing the exercises prescribed for the correction of any physical defects shown by his chart, and giving specific directions in regard to diet and bathing, is furnished each student.

When any student is found defective in vision, he receives from one of the college oculists the specific treatment that his case may require.

During the first of the fall term each young woman entering the Freshman Class is given a similar physical examination by Alice W. Talant, M.D., of Boston, Mass.

The new Garcelon Athletic Field is considered one of the best in New England. Its attractiveness has been greatly increased by the erection of a tasteful and commodious Grand Stand. The field, surrounded by a fence, is seven acres in extent, and constructed at an expense of over \$6,000. It contains a quarter-mile track, two hundred and twenty yard straight-away, take-offs for the jumps and pole vault, foot-ball field, base-ball diamond, and three excellent tennis courts.

ATHLETIC SPORTS.

It is not the purpose of this article to attempt to give in anything like complete detail the records of the college teams in the different branches of athletics, or to enter into any comparisons with the other colleges, but merely to sketch in a general way the work of the college in this line.

Athletics at Bates, though always given a reasonable consideration, have never been permitted to occupy a disproportionate part of the students' time and attention. It has been the aim ever to give such attention to athletics as should give the college a proper standing among the other colleges of the state in such branches of sport as were undertaken, but not to permit the branching out into new lines which, while perfectly proper in the larger universities where there is a wealthy student body, would be entirely out of place in a small college.

From the earliest days of the college base-ball, the "national game," has been a leading feature of athletic work, in fact until within almost the last decade, it was the only branch of sport in which the college was represented in contest with other colleges.

In base-ball the college has always occupied a position among the colleges of the State of which it may be proud. Even in the days of its infancy, when the total number of students was hardly greater than those of a single class at some of the other institutions, Bates had a base-ball team that could cope with the best of them.

Its greatest supremacy was gained during the years from 1873 to 1895, when out of the 21 years in which a state championship was determined Bates won it eleven times.

FOOT-BALL.

The first game of foot-ball ever played at Bates was in the fall of 1877 when a team of 15 from Tufts came to Lewiston, and played Bates on the old grounds at the foot of Mount David. Tufts had little difficulty in winning, as Bates had little knowledge of the game and was wanting even uniforms in which to play.

More than a decade later, in the fall of 1889, a Bates team went to Brunswick, without experience, without even signals, and was soundly trounced by Bowdoin, which even then had some years' experience at the game.

It was not until 1893 that Bates began to play the game regularly, and not until 1897 that she became at all prominent in the game, but since that date she has been at the top her full share of the time.



GARCELON FIELD.

Space does not permit any detail of scores, but a brief resume of results is of interest. Since 1893 Bates has played 40 games, with the other Maine colleges, of which she has won 24, lost 14 and tied 2. In these games Bates has scored 441 points out of a total of 744 points scored.

TENNIS.

The first lawn tennis net ever spread at Bates was put up in the spring of 1883, when four members of the Class of '83, of whom the writer was one, purchased what was then termed a "combination" set, consisting of four rackets, a net, balls, guy ropes, stakes, etc. No court was made for the game but the net was set up and lines marked out on the grass in left field on the old base-ball grounds. It was not until the latter '80's that

any courts were built, or anything more made of the game than a pleasant recreation for a few individual students.

In 1902 the Maine intercollegiate championship in singles was won by Bates, Bowdoin's hitherto unchallenged supremacy being successfully overcome. In this year also Bates won second place in doubles. The Maine championship in doubles was won by Bates in 1895, and in 1899 both the championship and second place in singles came to Bates. In 1895 was also won the second place in doubles.

High water mark was won in this sport in 1900 when a Bates pair won the doubles championship of the New England Intercollegiate Tennis Association, which included among others Brown, Dartmouth, Tufts, Massachusetts Institute of Technology and Bowdoin.

FIELD AND TRACK.

In field and track sports Bates has never held a high position. The first interclass meet was held in 1880, when the Senior Class presented a silver cup, still to be seen at Coram Library, to be competed for. The interclass meet has been an annual event since then, and some creditable records, considering the lack of training, have been made.

In intercollegiate contests the high water mark was reached in 1897, when Bates captured second place with the respectable score of 24 1-4 points. Since then her standing has hardly been worth mentioning.

The cause of the poor showing in this branch of athletics is unquestionably due to the lack of funds to employ a coach and to properly equip the team. That the material may be here is shown by the fact that one of her graduates, who did little in that line here, while taking his law course at Harvard, became the champion hurdler of the country and one of the fastest men "over the sticks" the world ever saw.

He had the ability to do the same thing while at Bates, but lacked the training to give him the necessary knowledge how to use his speed. That there may be men at Bates to-day able to do equally good work if properly taught, is quite probable. It is hoped that in the not far distant future the past and present condition may be overcome and Bates take a stand in this branch of athletics to which the natural ability of her athletes justly entitle her.

OTHER BRANCHES OF SPORT.

Within the last three or four years considerable interest has been maintained in basket-ball, both among the men and women of the college. For good and sufficient reasons the college has not been permitted to enter into competition with the other colleges in this sport, but it has been used

during the winter months as a pleasant recreation and exercise for many students, and interclass matches have been played both in the college gymnasium, and in public at the annual athletic exhibition.

For a number of years a very successful exhibition has been given at the Lewiston City Hall each winter, the exhibition consisting of class drills, various gymnastic exercises, races of various kinds and basket-ball games, which have served to keep up the interest of the students in physical culture and to give information to the public of the work done along these lines. For the last two years a similar exhibition has been given by the young ladies with much success.

Other branches of sport, such as rowing, lacrosse, polo, shooting, golf, cricket, etc., which prevail to a greater or less extent at other colleges, have never found any place here, and even the popular and healthful recreation of recent years, golf, has failed to win a place here.

J. L. READE.

THE COST OF A COLLEGE EDUCATION.

Many young men and women who sincerely seek a college education are compelled by the force of circumstances to give careful thought to the financial problems which an academic career involves. However greatly the advantages of a college education may admittedly outweigh the sacrifices made in getting it, in a large number of cases the problem of expense demands serious consideration. Few young people are in a position to decide in favor of a college career, and in favor of this or that college, with no regard whatever for the expenditure incurred. For the great majority of prospective students, cost is a factor which must be taken into account before reaching a decision. Unfortunately, however, few colleges publish detailed information on this point. In order that there shall be no uncertainty on this score with regard to Bates, the following facts concerning the cost of an education at this college are made public.

The tuition fee is \$50 annually. It is payable in three installments. Deserving students who give promise of a successful career may, and very frequently are, exempted from the payment of the usual tuition fees. About seventy scholarships, moreover, have been founded by benefactors of the college. The income of these scholarships pays for the tuition of seventy students who are selected in accordance with the terms prescribed by the donors.

Throughout the college course each student has an opportunity to compete for a large number of prizes, varying in value from ten to twenty-five dollars. These prizes, numbering about twenty-five in all, are conferred for excellence in particular departments, for general scholarship, in debating, in declamation, and in original composition.

A large number of the students usually live in the college dormitories, although both Lewiston and Auburn, with a combined population of 40,000 inhabitants, furnish abundant opportunity for securing rooms elsewhere. Parker Hall is the largest of the men's dormitories, providing ample quarters for over eighty students at an average annual rent of less than \$25. The price per suite of rooms, each suite consisting of a study and a bed-

room, varies from \$30 to \$60 annually, including heating by steam. Each suite is customarily occupied by two students,—an arrangement by which each occupant has to pay but \$15 to \$30 rental per annum. The rooms are so large, however, that this system involves no inconvenience; the bedrooms are always large enough to contain conveniently two single beds,



PROFESSOR STANTON'S ROOM.

and some of the studies measure sixteen by eighteen feet. In fact, Parker Hall compares very favorably, in point of comfort and healthfulness, with the dormitories of much larger institutions. The students must, of course, provide the furniture for their rooms. As a rule, the previous occupants of a room are willing to sell the furnishings at a reasonable price.

Students who prefer to live outside of the dormitories can obtain good furnished rooms, sufficiently large for two occupants, for from seventy-five cents to two dollars per week; that is to say, at a weekly cost, per student, of thirty-eight cents to one dollar. This is equivalent, for the thirty-

seven weeks of the academic year, to an annual expenditure of from \$14.06 to \$37.

Incidental expenses, which include books, laboratory fees, light and laundry, do not usually average more than \$30 for the college year.

For young lady students there are three private dormitories under the direct supervision of the college authorities. Well-furnished rooms in these buildings, heated by steam, lighted by electricity, and usually large enough to be shared by two occupants, cost from \$1.50 to \$2 weekly. This price includes heating and lighting.

Of even more importance, perhaps, than the matter of rooms is that of meals. There is as yet no distinct college restaurant, but living is quite cheap in Lewiston. Groups of young men form boarding clubs for the purpose of providing co-operatively for their meals. The cost to each member of such a club is usually from \$2.40 to \$3.00 per week. A few of the students who are greatly in need of assistance succeed in finding an opportunity to earn their board and lodging by working for a short period daily in the employ of private families.

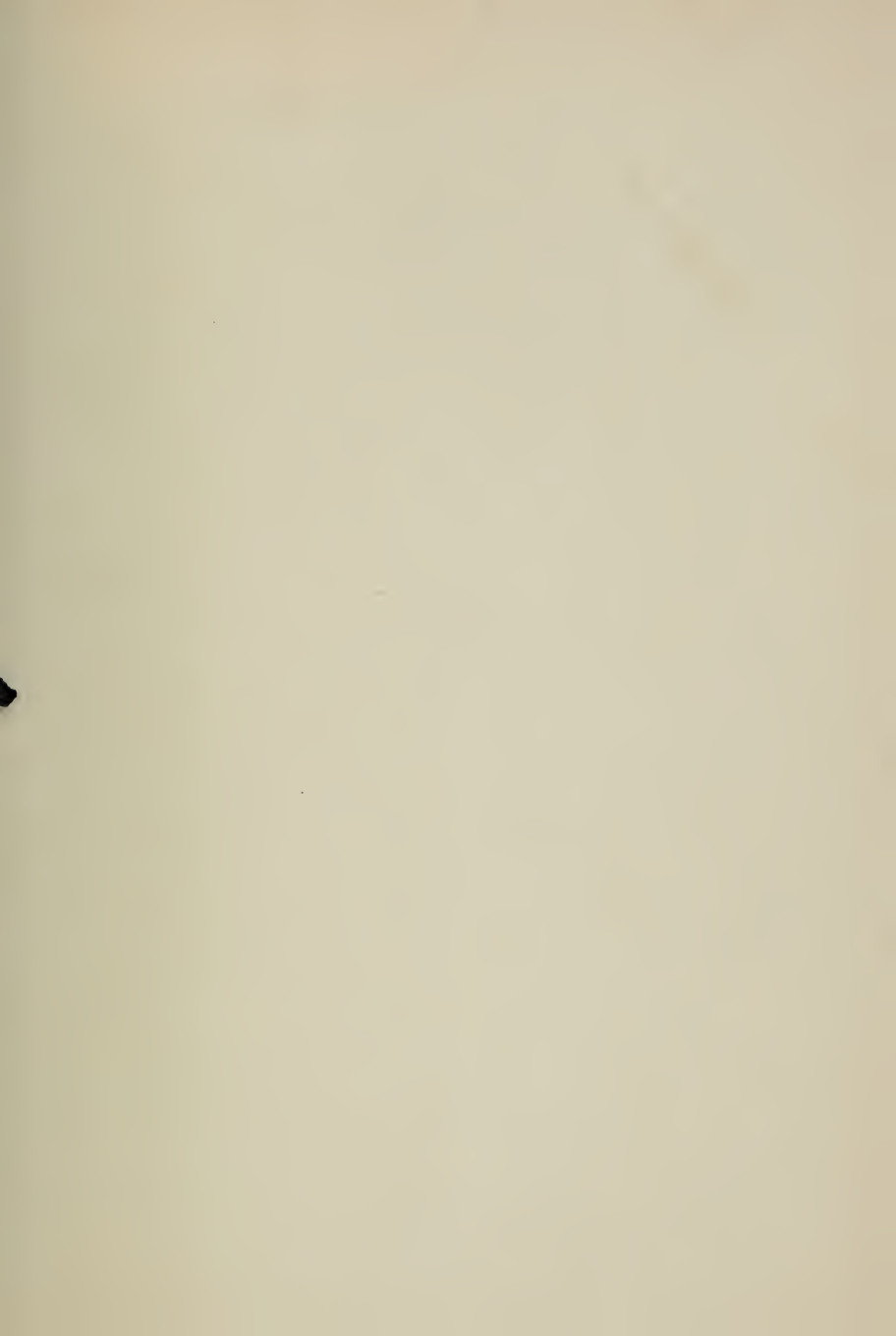
Arrangements are now being made for setting aside a part of one of the college buildings for the use of a large students' boarding club. This club will be under the more direct management of the college authorities and will furnish good meals for men at a price not to exceed \$2 per week.

For the young ladies excellent table board is provided at Cheney Hall for \$2.75 per week. There is also an arrangement by which some of the young ladies obtain sufficient healthful food at a cost of \$1.25 per week. For those who wish to live even more economically than this, and who are willing to work a little at regular intervals in conformity with a co-operative boarding plan, meals can be had at a slightly lower cost.

These facts show that it is possible for an economical student to get through college on a comparatively small annual expenditure. But it should also be noted that the opportunities for earning money while at college are exceptionally good at Bates. Cities like Lewiston and Auburn offer frequent chances for the needy student to increase his means by temporary employments of various kinds. From the very beginning of its history, moreover, Bates College has been constantly called upon by school principals, superintendents and committees, to furnish teachers for schools all over New England. As a consequence, students who are in need of earning the funds with which to continue their course, find abundant opportunity to leave college for a few weeks and to secure, in addition to valua-

ble pedagogical experience, the means to continue their studies. During the college terms, students are of course not encouraged to do this; but the long Christmas vacation of five weeks is employed by a large number of our young men and women in precisely this way. Last winter vacation, for example, one hundred and ten students were engaged in teaching, and in earning the money that is to carry them through the remainder of the college year, or acquiring the experience which will equip them to become successful educators when they graduate. Fully fifteen of these young men and women each received from \$50 to \$80 per month during their vacation. It is largely as a result of this custom that Bates graduates have been so successful as candidates for educational positions. The majority of them, when they leave college, have already had some experience in teaching; and those among them who intend to make this their life-work secure desirable appointments almost immediately. In illustration of this fact, the following data concerning the Class of 1903,—the last graduating class,—will suffice. Every member of the class who sought a position as teacher obtained one immediately after graduation; indeed, the demand for teachers from Bates exceeded the supply, and it would easily have been possible to provide good positions for several more men and women. Many graduates of 1903 who are now teaching receive salaries in excess of \$1,000. Of the 58 members of that class, thirty are teachers, several of them occupying college and high school positions; eleven have entered professional schools for the study of medicine, law or theology; and six are in business. Thus it is apparent that Bates is pre-eminently a teachers' college.

Summing up the above facts concerning expense, it is manifest that aside from the cost of tuition, clothes, and the furniture of his room, a student may complete the college course at an annual expenditure of from \$120 to \$200. Including tuition, the figures would be \$170 and \$250, respectively. While it would not be difficult to exceed the latter amount, it must be noted, on the other hand, that not a few students have succeeded in terminating their course at an annual cost of less than the former sum. The opportunities for earning all or a part of the requisite expenditure are numerous; and in view of the fact that all legitimate assistance is afforded really deserving students, few young people need despair of obtaining a college education if they really desire it and are competent to profit by it.





3 0112 105580911

Entered November 21, 1903, at Lewiston, Maine, as second
class matter, under Act of Congress of July 16, 1894.